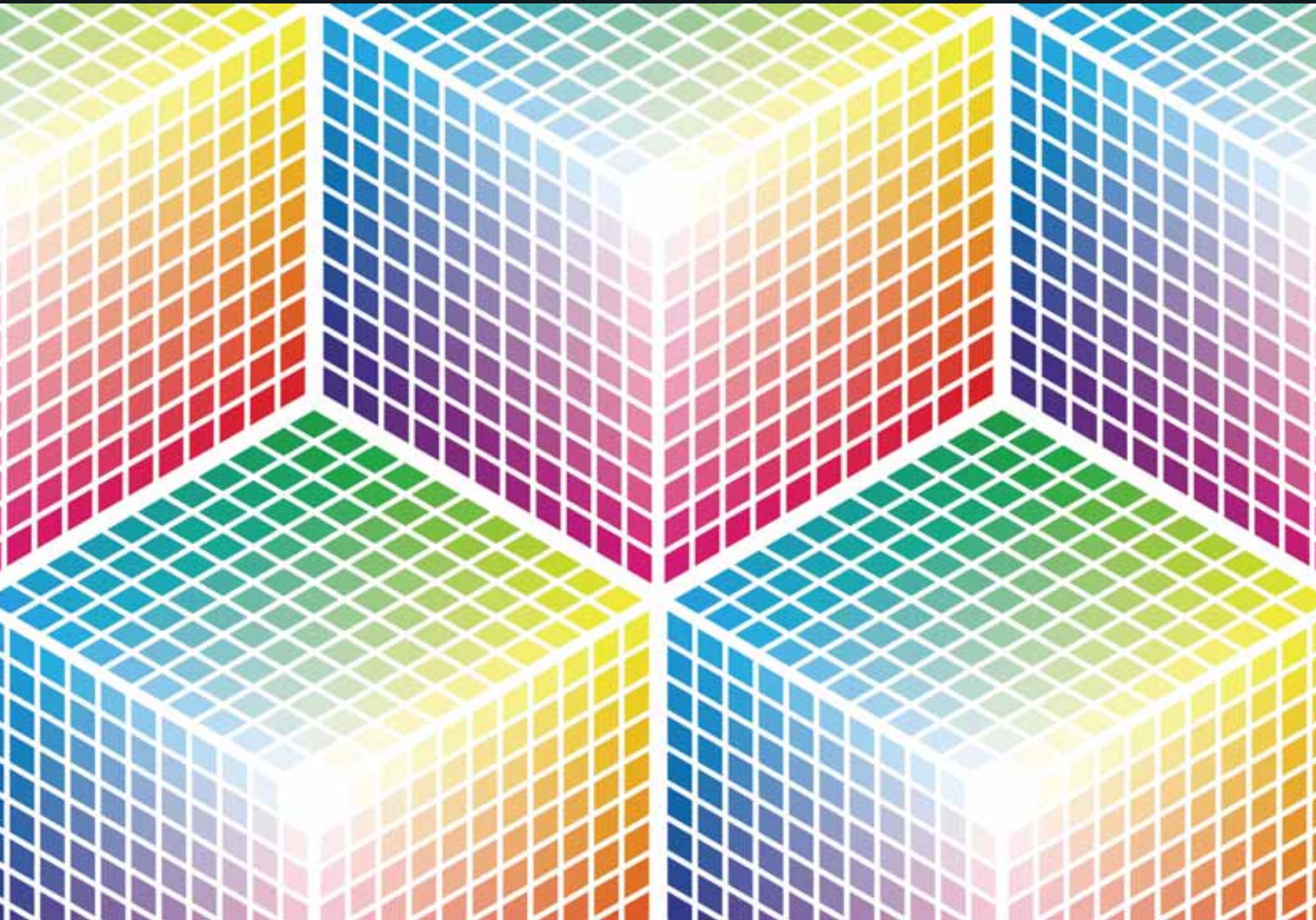


Ilm o Amal

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ISSUE FOCUS

Active Learning

A resource of Science and Social Science activities
for some real learning in the classroom



Teachers' Resource Centre
making a difference

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Dear Readers,

We hope all of you are well. This is our second issue on the active learning theme and we'll be exploring active learning techniques in the realm of science and the social sciences. While both fields of study lend themselves effortlessly to active learning techniques, many teachers still turn to the 'simple' approach to teaching which requires that they repeat a list of facts, write notes on the blackboard before asking the class to copy them down. Much like a meal from a fast food franchise, it's convenient and on time, but is it really wholesome or even worth remembering?

While many teachers don't need convincing regarding the effectiveness of active learning techniques, they just feel that in practice these activities 'slow down' the class. As you incorporate active learning techniques in your lesson, the information you share with your class may admittedly be less comprehensive, but your students are likely to learn and retain more simply because they will be more motivated.

So flip through this issue, which is packed with activities and ideas, and take your pick. We have tried to cater to as broad an audience as possible and this time for every topic we have included carefully chosen activities that can be implemented in different classes. So for instance if you are a Science teacher, the article on light in the English section offers three activities: one aimed at KG and the other two aimed at grades 3 and 4. Similarly in the Urdu section the activities on magnets cut across different grades, from KG to grade 8.

We hope you will try out the activities in your class and let us know how it went. You can email us your feedback at ilmoamal@trconline.com. We look forward to hearing from you.

Editor

Now for Some Real Learning!

When they are learning actively, students have no choice but to wake up, write, reflect, discuss and find solutions to problems

Have there been times when you have lectured to a class and explained things in great detail only to have students look back at you with blank eyes? And when you test them the results show just what you suspected. Your brilliant lecture turned out to be just that, a brilliant lecture. It didn't quite translate into a brilliant learning experience.

For a brilliant experience, you need to look beyond the traditional method of listening (or rather not listening) passively. That's where active learning comes in. When you incorporate active learning methods in the classroom, you automatically banish the blank eyes and the nods. When they are learning actively, students have no choice but to wake up, write, reflect, discuss, and find solutions to problems. In short they are forced to exercise the brain.

For many students the concept will be a new one, but it can also be a daunting one for you, the teacher. Yet you don't need to throw out all your teaching experience just to get to grips with active learning.

Active learning is just another way of doing what you are familiar with. So now instead of posing a question to the class (and waiting for the silence!), try asking everyone to turn to their neighbour, discuss the answer and then share their thoughts. That, in simple terms is the Think-Pair-Share learning strategy, which is a popular active learning method.

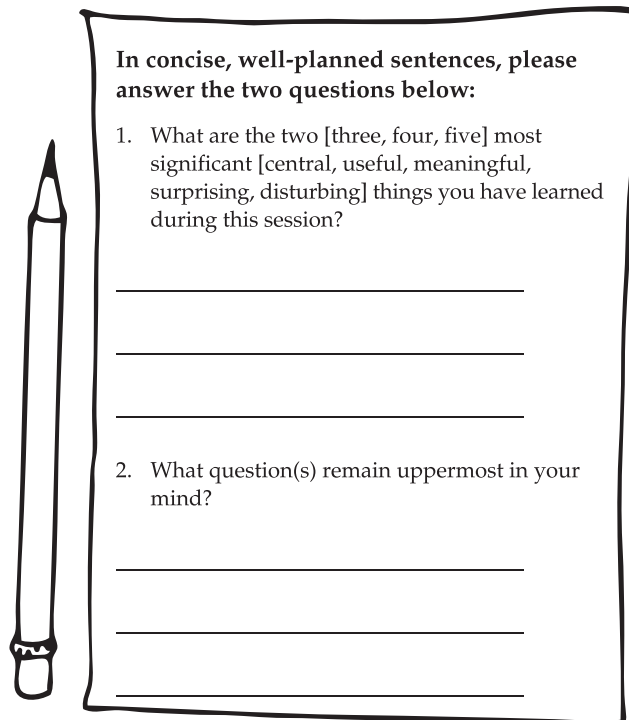
Other active learning techniques:

You can take your pick from the following active learning methods

Minute Papers: Minute papers ask students a question related to the topic at the end of the class. The paper may ask students to list the most important or main points of a session. Or it may probe for something else. The best thing about this strategy is that it literally takes about a minute to implement. Minute papers give feedback to the teacher and can be used to assess whether the teacher and the students are on the same track. In turn, minute papers can also ask students to pose a question to the teacher.

Writing activities: Aside from minute papers, you can give students writing activities which allow students to think about and process information. Compelled to find their own words to explain what they have learnt, students will make the effort to understand the topic well and writing about it will help imprint it on their minds.

Brainstorming: Brainstorming is a wonderful, not to mention democratic way to generate lots of ideas on a specific issue and then determine which idea – or ideas – is the best solution. Brainstorming works well in a relaxed environment where participants are likely to stretch their minds and come up with creative ideas.



In concise, well-planned sentences, please answer the two questions below:

1. What are the two [three, four, five] most significant [central, useful, meaningful, surprising, disturbing] things you have learned during this session?

2. What question(s) remain uppermost in your mind?

For a brainstorming session you need a facilitator, a brainstorming space and something on which to write ideas, such as a black/white-board.

Games: Games that are related to the subject can easily foster active learning and participation. Games can include matching, mysteries, group competitions and solving puzzles. They can also be used before a brainstorming session to help generate creative ideas. And of course they are great fun.

Debates: Debates are wonderful for encouraging students to think about several sides of an issue. When asking student to prepare for a debate remember that the aim is not just to search for logical arguments, but also to learn to persuade.

Group work: If done right group work allows every participant the chance to speak, share personal views, and develop the skill of working with others. Cooperative group work requires all group members to work together to complete a given task.

Case studies: Case studies use real-life stories that describe an event. They allow students to study an event systematically. They encourage collecting data, analysing information, and reporting the results. As a result students gain a strong understanding of why a particular event occurred.

When you incorporate these active learning methods in your classroom, you'll find that students will learn to a much greater extent than they ever did. Not only that, they will also learn to solve complex problems that require thinking skills. They will learn how to work in teams and also acquire social skills that will help them later in their professional lives. They will learn to manage time and also learn how they learn best. These skills will stay with them for life and help them more than any list of facts that they may memorise.

Getting to the finish line

A common concern that many teachers have, before they incorporate active learning methods, is that if they spend so much time on activities in the class, they will never be able to get through the syllabus. To counter that you could try incorporating short activities into the lesson. For instance, throw a question at the students, and then ask everyone to pair with their partner on the left, and give them 10 minutes to come up with the answer. Or use minute papers at the end of the class.

In any case, before you start thinking it can't be done and give up, think about what goes on in a class. The teacher lectures to the students, whose attention starts drifting after 15 minutes. She then turns around and starts writing out her notes on the black/whiteboard for the class to copy. Essentially information ends up flowing from the black/whiteboard into students' copies without passing through their brains. The process of high order learning is lost somewhere in all this.

On a broader note think about what you want to achieve through your lessons: do you want your students to memorise facts that they can simply regurgitate come exam time (before they forget everything)? Or do you want them to understand and really learn what you are teaching? Your answer to that will decide whether active learning is worth your class time.

Resources

www.nationalgeographic.com/xpeditions/lessons

www.pbs.org/teachers

www.teacher.scholastic.com/lessonrepro/teachnow/index.htm

Science : Sound

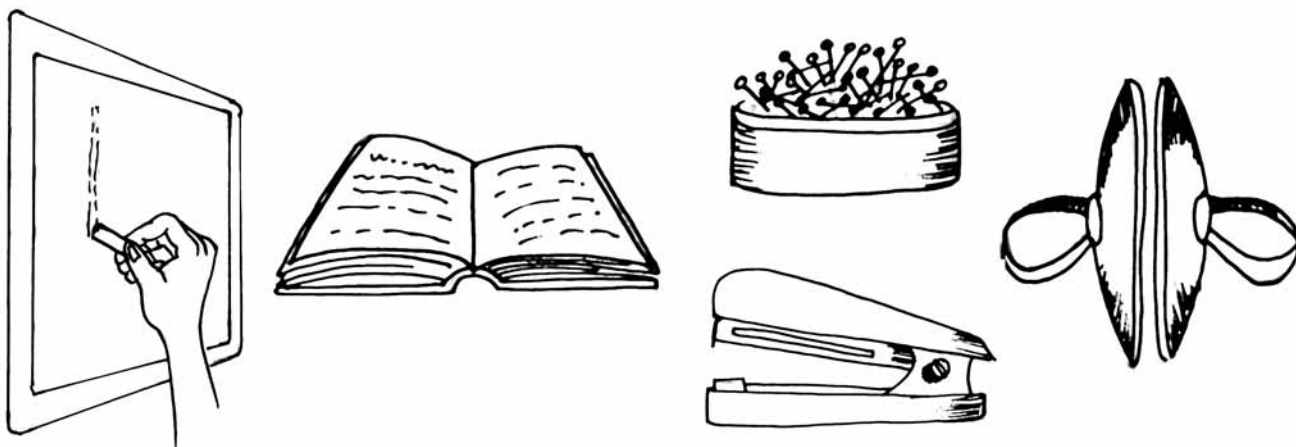
Sounds Around Us

This game is fun and will help children to discriminate between sounds

Grade: KG

Materials required: Any classroom object which can make a noise such as a chalk on the board, a stapler, a tambourine, a tin of pins, a book, and a large space or hall

Ask the children to sit still and quietly with their eyes closed. Ask them to listen quietly for a minute and try to remember all the sounds they can hear. Then ask them to tell the whole group what they can hear. Write down the sounds on a large piece of paper. Can sounds from outside or from other room be heard? What was the loudest and the softest sound? What do the children like or dislike about the sounds? Why? This activity can be conducted at different times in the day to see if they can note any differences or similarities. Are some sounds constant? Less frequent? Very rare?



Next, ask the children to close their eyes while you move around the room, stopping in different places to clap your hands. Can the children point in the direction of the sound?

Next, go to an area with a large space and tell the children to sit in a circle. Ask them to make a noise of their own, with their hands, mouth and feet. How many different sounds can the group make?

Ask the children to sit with a partner and get them to make their own sound. Ask one of each pair to stand and go to the other side of the room, standing with their backs to the others. Signal to one of the children sitting to make their own sound. Can their partner recognize it?

Encourage the children to invent very different sounds such as animals, birds, vehicles and so on.

Can Sound Travel through a Liquid?

With the most basic material and a simple experiment, Rabeea Minai shows how you can demonstrate the concept of sound traveling through water

Grade: 3-5

Materials required: 2 stones, 2 wooden blocks, 2 pot lids, 1 large container or tub and water

Click together the two stones and listen very carefully to the sounds they make.

Click together the two wood blocks and listen very carefully to the sounds they make.

Click together the two pot lids and listen very carefully to the sounds they make.

Now ask the children the following questions: Were the sounds from all three objects loud and clear?

Next conduct the following experiment for comparison:

Fill the container with water.

Click together the two stones and listen very carefully to the sounds they make underwater.

Click together the two wood blocks and listen very carefully to the sounds they make underwater.

Click together the two pot lids and listen very carefully to the sounds they make underwater.

Now ask the following questions about the experiment: Were the sounds from the objects louder out of the water or under the water? Were the sounds from the objects clearer out of the water or under the water?

Conclusion: Did you discover that the sounds from the objects were clearer and louder when the objects were underwater? Liquids carry sound farther and faster than air. In water, sound travels more than four times as fast as in air.

How We Hear Sound?

With this experiment, **Azra Aqil** demonstrates how sound waves cause vibrations when they enter the ear and make the ear drums vibrate

Grade: 3-5

Materials required: Each student or group should have the following: a balloon, sugar, a glass, scissors, and an elastic band

Ask the students to cut the balloon and open it out to form a sheet of rubber large enough to fit over the top of the glass. Stretch the rubber sheet over the glass and fix with the elastic band so that the sheet stays intact. Ask students to sprinkle a few grains of sugar on to the rubber sheet. Next ask them to shout or make other loud noises close to the rubber sheet.

Students should observe that the rubber sheet vibrates due to the sound waves and makes the grains of sugar 'jump.'

Explain that this experiment simulates what happens when you speak or shout. When your vocal chords vibrate these vibrations travel in all directions through the air as waves. When the waves reach our ears, they make our eardrums vibrate (in this case the rubber sheet) too, so we can hear the words.

But to get to our ears, sound waves need to travel through the air, which vibrates. Air is made up of particles that move to make the sound waves. The vibrating object like your vocal chords, bump the air particles next to it. They then bump the particles next to them, and so on until the moving particles reach someone's eardrums.



How does Pitch change?

Introduce your students to the concept of the pitch of a sound with this activity by **Azra Aqil**.
Nothing could be simpler

Before the activity your students should be familiar with the following information: The number of vibrations per minute of a sound is called the **frequency**. How high or low the note of sound to the ear is called its **pitch**. A high note has a low pitch. A low note has a high pitch. It means the slower the vibration, the lower the pitch of the sound. The faster the vibration, the higher the pitch. Pitch of a sound increases as frequency increases. It decreases as frequency decreases.

Grade: 3-5

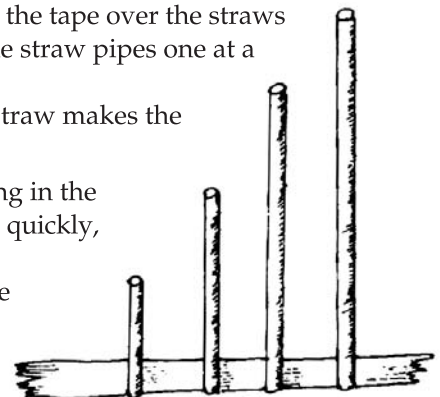
Materials required: Each student or each group should have four straws, scissors, a strip of tape about 20 cm long

Take the four straws and cut them to different sizes. Lay the tape on the table, sticky side up. Next place the straw on the tape about 2 cm apart. Lay them onto the straw according to size. Fold the tape over the straws to keep them in place. In between the straws press the tape together. Blow the straw pipes one at a time starting with the longest straw.

to the shortest straw. Which straw makes the lowest pitch of sound? Which straw makes the highest pitch of sound?

Conclusion: When we blow through a straw we start a column of air vibrating in the straw. If the air vibrates slowly, we hear a low pitched sound. If the air vibrates quickly, we hear a higher pitch.

Therefore the longer straw has the lowest pitch and the shortest straw has the highest pitch.



Science : Light

Light and seeing

With this simple activity children learn that light is essential for seeing things and that when it is dark other senses can help us find things

Grade Level: KG

Create a 'dark area' in the classroom or visit a room in the school which can be darkened with curtains or blinds. Ask children to find a particular child or item in the dark room. Gradually increase the light, for instance by opening the door, or by turning on the lights one at a time and ask children to say when they can use their sense of sight to identify the child or item. Ask children to explain how they tried to find the object and what they do if they wake up in a dark room. If necessary, prompt them to think about using other senses, such as hearing and touch when it is dark.

Point to note: Children often have no experience of total darkness and sometimes say they can see in the dark because street lights light up their room when they are in bed.

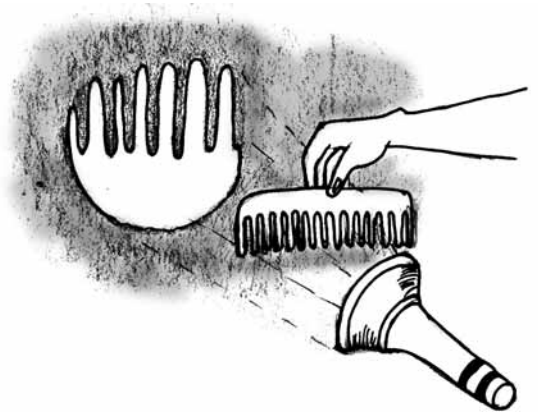
Light and shadows

Children will learn that shadows are formed when light traveling from a source is blocked

Grade: 3 - 4

Materials required: Each group or student should have a torch, a comb, a cardboard tube and objects of varying shapes and materials, a screen

Let children explore shadow formation using the torches and objects of different shapes and different materials. Introduce children to the idea of light travelling from a source by shining a powerful torch beam through a comb with widely spaced teeth or a cardboard tube and showing that the beam is blocked and doesn't bend round corners. Show that a shadow is formed on a screen. Ask children to record what they see in drawings and writing.



The Changing Position of the Sun

Children will learn that the length and position of a shadow varies over the course of a day

Grade: 3

Required: A sunny day, a stick

Ask children about where the Sun shines into the school (or their homes) at different times of day. Remind them of earlier work on shadows and ask them to suggest what this evidence shows. If necessary observe the length and position of the shadow of a stick set up in the playground at different times of day over successive days.

Describe how the apparent position of the Sun changes over the course of a day and explain that this does not mean that the Sun is moving.

Environment : Endangered Species

Save our Animals

*By blending science with art **Faiqa Thaver** (Bay View Academy) designs this entire unit on endangered animals that will delight and inform the young in an age-appropriate manner*

Grade: KG

The following information is given to children through pictures, discussions, videos, games, stories, art activities and science experiments.

Focus on commonly known endangered animals such as:

Tiger: The tiger is endangered because of over hunting. People hunt this cat for pleasure and its skin. The skin is used to make various products.

Elephant: This giant animal is hunted for its tusk which is used to make ivory jewellery and decorations.

Panda: This rare animal is under threat because of deforestation and the destruction of its habitat.

Green turtle: The green turtle is in danger because people kill it for its shell which has rare medicinal properties. Besides, sea pollution is another cause of its disappearance.

During this unit the play area in the classroom is modeled to reflect the natural habitat of an animal e.g. we used rocks made of Styrofoam to resemble a cave and put a stuffed tiger inside. The children enjoyed playing in the cave.

Keyword: Extinct – habitat – endangered – deforestation – pollution

Field Trip: The children go on a field trip to the zoo where they can see many endangered species e.g. turtles, tigers. They can also be taken to the turtle hatchery at Sandspit (accompanied by parents).

Save the Turtle

Through this simple experiment children learn the importance of preventing pollution in the sea, thus saving the green turtle from extinction

Materials Required: Polythene bag, rubber band, a plastic or rubber turtle, a large plastic container, water

The teacher fills up a polythene bag with water and ties it with a rubber band to resemble a jelly fish – a favourite food of the turtle. She puts a plastic turtle along with the polythene bag in a large transparent container filled with water. She moves the turtle towards the polythene bag showing how the turtle mistakes the bag for a jelly fish. If the turtle were to eat the polythene bag it would choke to death. This creates awareness about keeping our beaches clean.

Green Turtle

Materials required: Cardboard, green paint, pistachio shells

Make the shape of a turtle for each child and let the children cut it out. Then ask them to paint the turtle green. Once dry ask the children to stick pistachio shells to resemble the shell of the turtle.

Tiger, Tiger, Orange and Bright

Materials required: Cardboard, orange and black paint

Make the shape of a tiger for each child and let them cut it out. They paint it orange and let it dry. Then they dip their fingers in the black paint and make the stripes

Precious Elephant

Materials required: Cardboard, grey paint, sponge, ice cream sticks

Each child cuts out and paints a cardboard elephant, grey. Once dry they stick the ice cream sticks to resemble the 'precious' tusks.

Why Are Species Endangered?

This activity will orient students to the plight of endangered species and help them gain perspective on human issues that continue to endanger species and threaten the global environment

Grades: 6-8

Materials required: Materials for creating posters (paper, markers, tape, etc.)

Hold a class discussion to find out what students already know about endangered species. Ask questions such as

- ◆ Is the world a safe place for all animals and plants? Why or why not?
- ◆ What does it mean for a species to be endangered?
- ◆ What, if anything, do you know about this topic?
- ◆ What animal or plant species do you know of that are endangered or extinct?
- ◆ Why do you think species are endangered?
- ◆ How do you think or feel about this ongoing global problem?
- ◆ What, if anything, happens when an animal or plant species becomes extinct?
- ◆ How do you think this situation can be realistically improved?
- ◆ Why should it be improved?

Next, ask students to conduct their own research at home or in the library on endangered and threatened species. They should learn about the plight of endangered species, humanity's role, why protection is important, and how they can help in this vital cause. Encourage them to take notes on key facts and statistics.

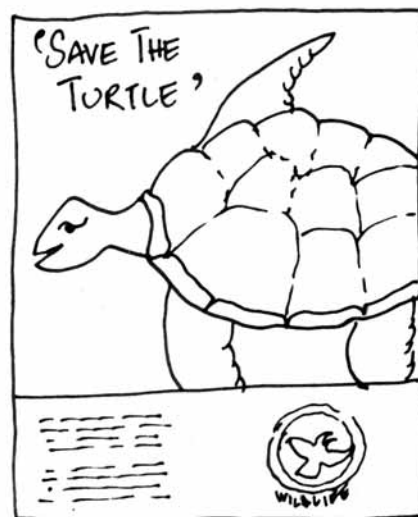
Next have another classroom discussion in which you ask students:

- ◆ What is the difference between a threatened species and an endangered species? (Endangered species are those plants and animals that are so rare they are in danger of becoming extinct. Threatened species are plants and animals whose numbers are very low or decreasing rapidly. Threatened species are likely to become endangered in the future.)
- ◆ Why should we protect endangered species? (Some possible answers might include:
 - (1) saving species preserves ecosystems
 - (2) practical uses of species: when species become extinct, we may lose a potentially valuable product; and
 - (3) aesthetic reasons: when species become extinct, we lose objects of fascination, wonder, and beauty.)
- ◆ As a human being, how do you think or feel about this ongoing global and potentially disastrous problem? (Accept all answers. Encourage students to support their feelings and views with examples.)
- ◆ How can you as an individual help this cause? (Possible answers might include some of the following:
 - (1) support zoos and other nature centers, volunteer money, time, and ideas;
 - (2) avoid buying ivory, snakeskin belts, alligator boots, and other products made from endangered animals; and
 - (3) keep learning about plants and animals; share what you've learned with others.)

The students now have to create a hypothetical global campaign to create posters of endangered species to promote greater environmental awareness worldwide.

species; create a poster of a selected animal; and present their poster, research, and advertising approach to the class. They can address these questions in their campaign:

- ◆ What are the primary ways in which species are endangered?
- ◆ Which of these are caused by human activities? (All of them.)
- ◆ What does this mean for the future of our planet and future generations?
- ◆ What facts, statistics, or ideas made the biggest impression on you? Why? Think about how you may apply this to the posters and profiles you will develop.



Geography : Water Cycle

Where does the Water Go?

This simple activity is a great way to introduce children to the concept of evaporation and the water cycle

Grade: KG

Materials required: Clear plastic cups for each group or each child, rubber bands or permanent markers, a pitcher of water, chart paper

Write "Where does the water go?" on top of the chart paper. Draw three cups across the top so children can visually record data for three days. Give out sheets with the three cups to each child. Discuss the water cycle with the children (or read books about it to the children if you can) and tell them that you will be doing an experiment with water to try to find out what happens when it is exposed to the air. Draw a line on the plastic cups marking the level you want the children to fill them to and write their initials or the name of their group on the bottom.

Each day, invite children to look at the water and see what has happened. When they discover that a little water disappears each day, ask them where they think the water has gone. Introduce the word "evaporation" and use it frequently. Tell them the water has gone up into the air.

Each day, encourage the class to record their observations by marking the cups on their recording sheets to reflect the new level of water in their plastic cups.



Can we Keep the Lake Clean?

In this interactive activity students will add to a drawing of a lake ecosystem to understand how the water cycle works

Level: Grade 3

Materials Required: Computer with Internet access, black- or whiteboard, coloured chalk (or erasable markers if you are using a whiteboard), blank white paper, drawing materials, rulers (optional)

On the board, draw a picture of a lake with a river flowing into it. Draw some mountains in the distance where the river originates. Ask your students to take turns adding the following features to the drawing: trees, fish, animals, houses, farms, and people doing activities related to the things they have drawn (e.g., fishing or farming).

Ask students to look at the picture and think about why the river and lake water is important to everything else pictured. What do the plants, animals, and people in the picture use the water for? Why is it important that this water be kept clean and plentiful?

Tell students that the water in the river and lake initially comes from the sky in the form of rain or snow. When it rains in the mountains or anywhere upstream, the water flows downhill through the river channel and eventually into the lake. Similarly, when snow melts in the mountains, it turns liquid and flows down the river into the lake. Have they ever seen evidence of these phenomena in their own region?

Introduce students to the process of evaporation by explaining that, as water travels down the river and into the lake, it slowly evaporates and returns to the air. The river and lake will not become empty, however, because they will be replenished by rainwater and melting snow.

The Human Impact: Ask students to imagine that some of the people in the drawing have decided to increase their farmland and build new houses and other buildings. Add these changes to the illustration on the board. Ask students to describe the reasons why these activities will require additional water, and ask them to explain where the water will originate from (rain or melted snow). How will the people get the extra water for their farms or houses?

Draw an irrigation channel with water pipes that extend to the farms and homes. Ask students to explain what might happen to the river and the lake if these irrigation channels are built. They should state that, eventually, the water levels will decrease as more water goes to the farms and homes.

Add to the illustration some runoff from the farm and homes. Will this water be clean? Explain to students that this water is likely to contain such substances as soap, farm fertilizing chemicals, and even car oil or gasoline. These chemicals are not healthy for the fish and plants that live in the water. You or your students can draw this water

as brown or gray to depict water that is not clean.

Ask students to look at the illustration and think about what they have seen. Discuss the changes that have been made to the drawing.

Extension: Have students plan and perform short skits depicting the water cycle. They can take on the roles of raindrops, clouds, the sun, soil, and other physical features involved in the water cycle.

Make your own Water Cycle

Students will create a small scale replica of the water cycle that occurs on Earth

Grade: 6

Materials required: Each group of students will require a large, clear bowl, plastic wrap (cling film), a weight, a smaller container (a cut-down yogurt cup works well) a rubberband or piece of string

Ask the students to place the small container in the middle of the large, clear bowl. Fill the bowl with a little water, being careful not to fill the small container inside. Cover the bowl with plastic wrap, and fasten the plastic wrap around the rim of the bowl with your rubberband or string. Put a weight on top of the plastic wrap in the center. Now put the whole thing on a window sill or somewhere where the sun will shine on it.

Ask students to watch how long it takes for water to evaporate and condense on the plastic wrap? Where does the water go after it condenses on the plastic wrap?

Extensions: Some people are worried about the effects of pollution on the Earth's polar ice caps. If particles in the air make the white ice caps darken, the ice caps might melt. How do you think discoloration would affect your water cycle? Would dark-colored water evaporate more quickly or more slowly than plain water? Make two water cycles: one with regular water and one with water tinted with food coloring. Which do you think will evaporate faster? Why? What happens?

Is air temperature or water temperature more important to evaporation? First, make some predictions about what you think and why. Then use warm water in one water cycle system and cold water in the other to see which evaporates more quickly. What happens?

Next, investigate how direct sunlight affects evaporation. Try placing one water cycle system in the sun and one in the shade. What do you discover?



Civics and History : Democracy

Electing a Prime Minister

Pakistan has just held elections and this activity is a primer for young students on the electoral process. It helps them understand the world of politics and government

Grade: 2

Materials required: 6" x 4" coloured cardboard, 6 hangers, coloured wool, hole punchers

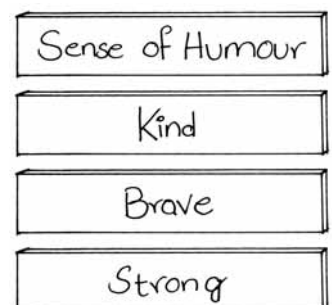
On the first day, brainstorm qualities with the class about what they would look for in a prime minister. List all ideas on the whiteboard. Encourage them to think about their needs and Pakistan's needs.

The next day ask the class to vote for the top eight qualities of a prime minister. Then write down each quality on the coloured cardboard. You will need four sets of the eight 'quality' cards.

The next day split the class into groups of four. Each group gets a set of eight qualities. They are to rank these qualities in order of importance. The entire group must agree on each decision. Encourage the pupils to debate and compromise their decisions. After they have ranked their qualities, they can punch and tie together their quality cards then hang them from a hanger. Display in classroom.

The next day compare each group's outcomes.

What seemed to be the most important qualities? What was the least important quality? Why?



Dictator for the Day

In this activity, contributed by Sabah Baxamoosa (Teachers' Resource Centre) students will experience and analyze the pros and cons of a dictatorship

Grade: 3-5

Material Required: Chart paper, marker

Discuss with your students what they believe to be the positive and negative aspects of a dictatorship. List their answers on a chart for later referral.

Select one student to serve as dictator for the day. Allow him or her to make many decisions concerning the daily routine of your class (who will be first for lunch, who will get the playground equipment, who is at the front of the line, and so on). At the end of the day, hold a class meeting and discuss the impact of one person making all of these decisions for the class. Add any new opinions to the pro-and-con chart that you made earlier in the day. Did students' opinions change? Were there any positive aspects to the dictatorship that they had not expected?

Continue the class discussion and analyze the experience. Did problems arise that they did not anticipate? How did the person who served as dictator feel about the experience? Was it an easy job? Was he or she worried about others' opinions?

How did that student feel when he or she was initially chosen? Did his or her feelings change by the end of the day?

Would the students like to have one student chosen every day to serve as dictator? Using the class chart as a reference, have the students write a persuasive paragraph that supports their opinion about whether or not such a change would benefit the class.

After experiencing the dictator-for-the-day activity, have your students write a story that predicts what might have happened if the activity had continued for a week, a month, or an entire school year. What problems might arise? How might they have been handled?

Publishing an Ancient Greek Newspaper

In this activity students will gain an insight into some of the processes involved in producing a newspaper and discover more about the everyday lives of the ancient Greeks

Grade: 8

Materials required: A few newspapers, access to a computers and the internet, other sources on Ancient Greece

Ask students to look at a selection of newspapers and list the main sections or features common to all or most. Small groups of students (in pair or upto four in each group) should then be assigned topics for:

- ◆ News event (report of information, including an interview of at least one observer or participant)
- ◆ Editorial Section and Letter to the Editor (showing different viewpoints on events)
- ◆ Entertainment Section (evaluation of a musical or theatrical presentation or religious festival)
- ◆ Sports Section (reporting of events such as an Olympics or other athletic contests)
- ◆ Want Ads or Advertisements of ancient Greek objects (giving a picture or description, price, and using persuasion techniques)

Optional sections:

- ◆ Telling of the Future (through oracles or other means of prophecy)
- ◆ Weather report (showing understanding of how the deities control the weather on earth)
- ◆ Comics
- ◆ Gossip Column or Advice Column
- ◆ Obituary or Eulogy
- ◆ Other topics selected by the students



Students should gather information about their subject and make 'journalistic' notes which they should use to write their column, ideally on a computer using a word processing package that allows them to alter fonts, type size, and column widths. These can then be amalgamated into one newspaper on the computer, or if preferred, printed out individually and assembled by hand by cutting out and sticking the articles on to cardboard 'templates'.

The teacher should act as the 'executive editor' and create a real 'newspaper atmosphere' by setting deadlines, negotiating word limits and encouraging discussion about content.

Get Surfing!

From the details of a toothed gear to an activity that explains the voting process to eight-year old students, **David Ford** has compiled this list of interesting resources for Science, Geography and History on the internet

Science :

Machines, Force and Energy

This is a resource for teachers. It has the majority of "simple machines" laid out clearly with their photos: <http://www.mos.org/sln/Leonardo/InventorsToolbox.html>.

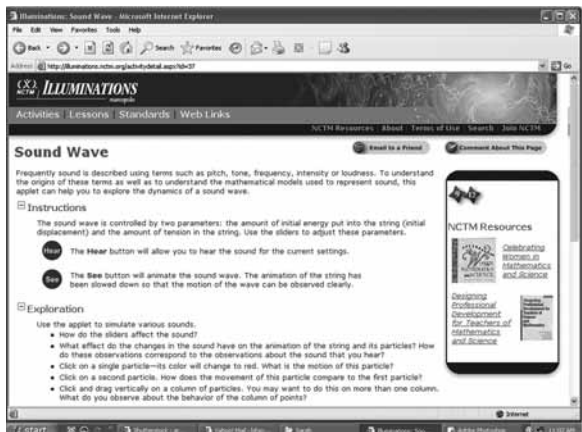
Use the worksheet on this site to help students to think objectively about everyday objects: <http://www.mos.org/sln/Leonardo/SketchGadgetAnatomy.html>



Sounds

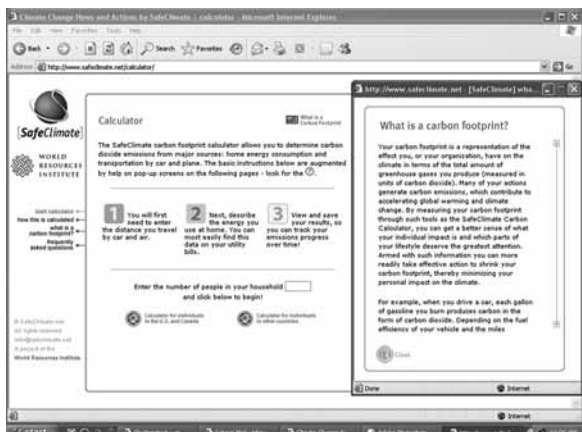
This page: <http://illuminations.nctm.org/ActivityDetail.aspx?id=37> has an applet that allows you hear and see a sound wave as you adjust variables. Excellent for demonstrating and learning concepts such as frequency, pitch and tone.

Aaah! Here is a lesson tailored around the application. <http://illuminations.nctm.org/LessonDetail.aspx?ID=L489>



Environment

This site would be great for an Interdisciplinary project. First, students collect their electric and gas bills and the distance they travel to school (and otherwise). Then, using this site www.SafeClimate.net they can calculate their "Carbon Footprint" or how much carbon they are releasing, as a family, into the atmosphere. The site allows you to chart this over time. So the goal will be to see how much students can work to reduce their carbon footprints over the course of several months. All the students' footprints can be tallied together to see how much the class rates can be lowered. You can give students the school utility bills to have them work on conservation of resources within the school as well.



Geography:

Maps

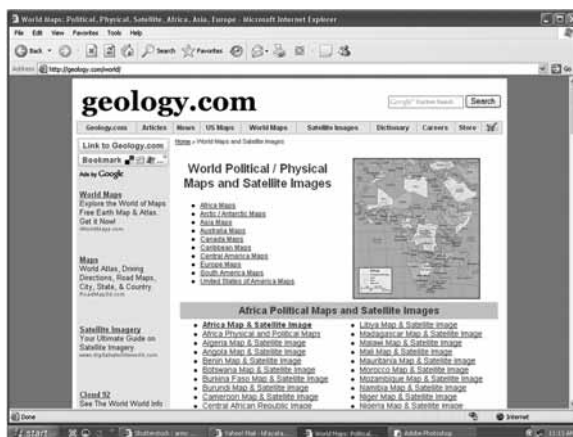
Here's a resource with just about every world map you can think of. Karachi is still elusive though.

<http://geology.com/world/>

And, while there are many games such as these on the net this one is one of the best.

<http://www.travelpod.com/traveler-iq/game1>

Students have to click as close as possible, as quickly as possible, to the place named in the quiz. Good fun.



Population

The running stats on population and related demographics on this site are simply incredible and help students realize just how substantial some of the global problems actually are.

<http://www.poodwaddle.com/worldclock.swf>



History:

Research

This site

http://www.hyperhistory.com/online_n2/History_n2/a.html

is almost ridiculous in how much history is represented and how detailed it all is. This is a great resource for both teachers and students, especially if you want them to conduct researches or want to look up something yourself. An activity could easily be developed in giving students a topic for some historical detective work.



Democracy

This is an American dominated site, and geared towards younger grades, but some of the International Democracies activities could be valuable for introducing the concept.

<http://www.pbs.org/teachers/thismonth/democracy/index1.html>

